



# Educational Effectiveness Survey (EES)

## Tool Kit

**South Whidbey Middle School**

South Whidbey School District

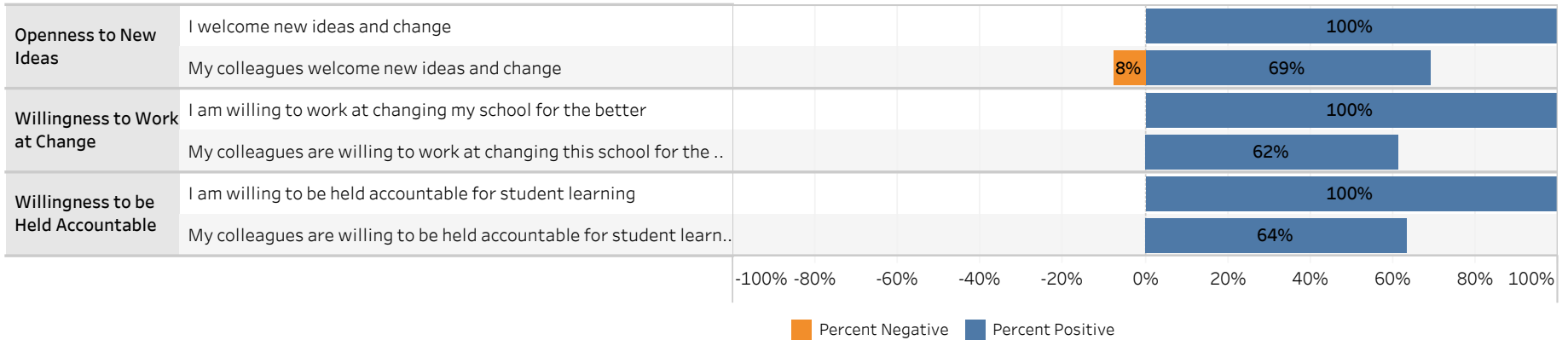
2020-21 School Year

# How well does your team solve problems and resolve conflict? 2020-2021 School Year

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	Positive	Neutral	Negative
When there is a problem in my school, we talk about how to solve it	10 of 13 staff members	2 of 13 staff members	1 of 13 staff members
There is a willingness to address conflict in this school	6 of 13 staff members	6 of 13 staff members	1 of 13 staff members
Staff share a high sense of urgency around the need to improve	5 of 13 staff members	7 of 13 staff members	1 of 13 staff members

## Is your staff ready for change?

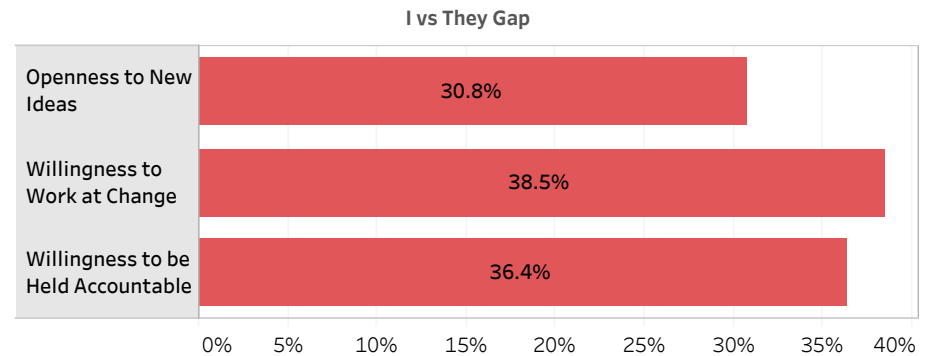


## What is an I vs They Gap and why does it matter?

The more positive the beliefs and perceptions of the staff are about their readiness and willingness to change, the more efficiently change will happen.

Look for large gaps between the I vs They pair of questions. Large gaps are a sign of distrust amongst staff members.

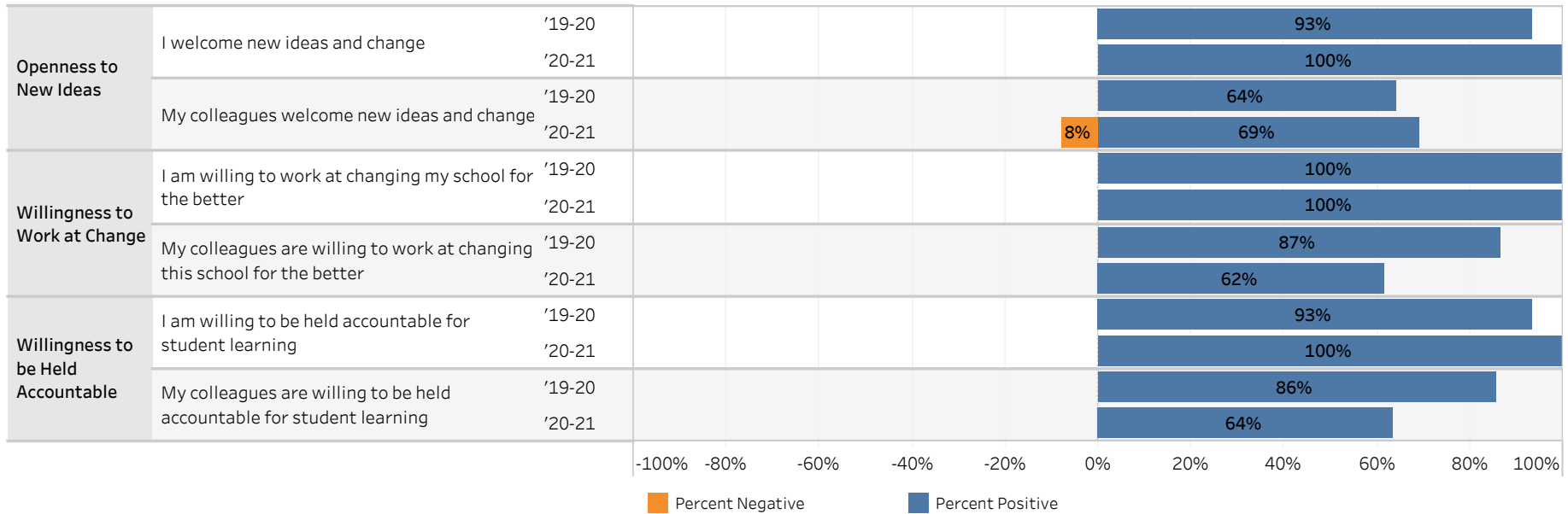
If the I vs They gaps to the right are red, the value is beyond a threshold to cause some concern and should be investigated. This threshold is **20% at the elementary level** and **25% at the secondary level**.



# What a difference a year makes...

## Is your staff ready for change?

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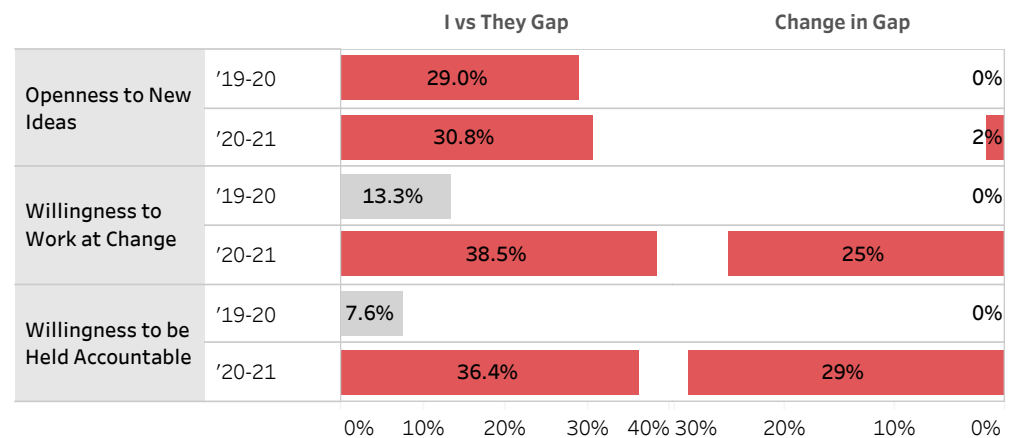


### Why does the gap between I vs. They matter?

The more positive the beliefs and perceptions of the staff are about their readiness and willingness to change, the more efficiently change will happen.

Pay attention to large gaps in responses between the I and They paired survey items. Large gaps indicate differences in opinions and perceptions and may represent a lack of trust amongst staff. If the I vs They gaps to the right are red, the value is beyond a threshold to cause some concern and should be investigated. This threshold is **20% at the elementary level** and **25% at the secondary level**.

Note any growing gaps when looking at the longitudinal data (lower-right viz). If the most recent year's gap percentage is higher than the previous year's gap percentage, this means the gap is growing. If the gap has narrowed or decreased over time the change is represented by a negative value. Narrowing the gap is GOOD!



# What are the Top and Bottom 5 survey items from your 2021 School Year?

Look for common themes.

Are you surprised by the top or bottom items?

Do you see similarities in the Student and Parent responses?

The top and bottom 5 survey items may not reflect your reality. This gives you a starting place to dig into your data.

### Characteristics Legend

- C — Collaboration & Communication
- CSF — Clear & Shared Focus
- HSE — High Standards & Expectations
- EL — Effective Leadership
- SLE — Supportive Learning Environment
- PCI — Parent & Community Involvement
- CIA — Curriculum, Instruction & Assessment
- MTL — Monitoring of Teaching & Learning
- FPD — Focused Professional Development
- CLTR — Cultural Responsiveness
- D — District Support for Improvement

### Characteristics Legend (Student-SEL)

- FO — Future Orientation
- BELONG — Belonging and Identity
- SM — Self Management
- GRIT — Perseverance/Grit
- SE — Self-Efficacy and Mindsets
- CT — Critical Thinking
- IS — Collaboration and Interpersonal Skills

## By % Positive Responses South Whidbey Middle School | South Whidbey School District

Survey Type	Item	% Positive Responses
Staff Survey	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	100.0%
	HSE — Our staff believes that all students can meet state standards	100.0%
	RTB — I am willing to be held accountable for student learning	100.0%
	RTB — I am willing to work at changing my school for the better	100.0%
	RTB — I welcome new ideas and change	100.0%
	SLE — The development of students' social emotional learning enhances the learning environment in our classro..	100.0%
	CSF — Staff share a high sense of urgency around the need to improve	38.5%
	MTL — Students are encouraged to self-reflect and track progress toward goals	36.4%
	D — This district facilitates the alignment of curriculum across grades and schools	30.0%
	FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that fo..	27.3%
FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	10.0%	
Student Survey	IS — I am comfortable interacting with people from a different racial or ethnic background	98.5%
	CSF — My teacher(s) believe student learning is important	95.4%
	IS — I am respectful of others at this school	95.4%
	EL — The principal of this school believes student learning is the #1 priority	94.2%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	93.9%
	BELONG — I feel proud of my school	46.4%
	MTL — My teacher(s) find other ways for me to learn things I find difficult	46.3%
	MTL — My teacher(s) help me learn by challenging me with interesting activities in class	43.5%
	SLE — Work I do in this school is useful and interesting to me	37.0%
IS — Adults in this school help me plan and set goals for my future	31.9%	
Parent Survey	C — Communication/materials I receive from the school are in a language I can understand	95.5%
	MTL — Additional help is available to my student if they need it	83.7%
	SLE — School employees are respectful and courteous of one another	79.3%
	PCI — When I share concerns with my student's teacher, they listen	79.1%
	SLE — My student feels safe at school	78.6%
	SLE — My student learns about the cultures of our community at their school	44.8%
	SLE — My student enjoys going to school	41.9%
	MTL — Teachers accommodate my student's individual needs by adjusting instruction	39.4%
	PCI — Parents/families have input into plans for improving this school	34.3%
	PCI — This school tells me how I can help my student with homework	26.3%

# Where are we seeing the most change from 2020 to 2021?



The Center for Educational Effectiveness

## Top/Bottom 5 Increase/Decrease in % Positive Responses South Whidbey Middle School | South Whidbey School District

Look for common themes.

Are you surprised by either the top increases or bottom decreases?

What changes put in place, since the last survey, may have caused these differences? Example: change in school policy, expectations, etc.

Survey Type	Item	% Positive Responses
Staff Survey	D — District leadership communicates effectively with my school	60.4%
	HSE — Students understand the expectations of this school	55.2%
	D — District administrators demonstrate commitment to improved student learning	47.6%
	D — Collaboration between district and schools is based upon trust and respect	46.4%
	HSE — Our staff believes that all students can meet state standards	42.9%
	CSF — Staff share a high sense of urgency around the need to improve	-18.7%
	MTL — We monitor the effectiveness of instructional interventions	-18.8%
	MTL — Students are encouraged to self-reflect and track progress toward goals	-20.8%
	RTB — My colleagues are willing to be held accountable for student learning	-22.1%
	RTB — My colleagues are willing to work at changing this school for the better	-25.1%
Student Survey	CSF — In my classes, students are busy doing schoolwork	24.3%
	SLE — The rules about behavior are equally applied to all students in this school	16.5%
	EL — The principal of this school believes student learning is the #1 priority	16.0%
	BELONG — I feel good about my cultural or ethnic background	15.5%
	EL — If I want to talk with my teacher(s), they are available to me	14.5%
	CT — I solve problems by first breaking them into smaller steps	-13.7%
	CT — I think of more than one solution when I have a problem	-14.0%
	SM — I pay attention to how I feel	-14.1%
	GRIT — I finish whatever I begin	-14.1%
EL — In class we often work with other students to solve a problem/do a task	-16.6%	
Parent Survey	MTL — Additional help is available to my student if they need it	30.9%
	CSF — This school has equitable behavior rules for all students	22.5%
	C — I am encouraged to collaborate with my student's teachers about my student's learning	20.2%
	CSF — I am informed about progress toward the improvement goals of this school	19.6%
	MTL — Struggling students receive early intervention and additional help at this school	19.1%
	PCI — Parents/families have input into plans for improving this school	-5.3%
	SLE — My student enjoys going to school	-8.1%
	SLE — Adults in this school value and respect my racial/cultural identity	-9.4%
SLE — Teachers in this school provide students with a variety of learning opportunities	-10.4%	
CSF — My student understands the purpose of each lesson	-13.3%	

Do you see increases or decreases similar to what Staff or Student responses reflected?

# Do respondents across all three surveys share common beliefs and perceptions?



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## Why use similar survey items across Staff, Parent and Student surveys?

By asking the same or very similar survey items of each stakeholder group, you can triangulate the data around potential school issues, illuminate themes or a specific challenge, and ultimately define a solution.

For example, if students feel safe at school but parents feel differently, why? Questions that have a large difference between groups warrant additional conversations.

			'19-20	'20-21
Academic Equity	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	Sta		100%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Stu		94%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Par		76%
Behavior Standards	SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	Sta	73%	67%
	SLE — The rules about behavior are equally applied to all students in this school	Stu	62%	78%
	CSF — This school has equitable behavior rules for all students	Par	41%	63%
Bullying	SLE — Staff enforce the bullying/harassment policy of this school	Sta	50%	91%
	SLE — The rules against bullying are enforced by all adults in this school	Stu	68%	71%
	SLE — Bullying/harassment is not tolerated in this school	Par	34%	53%
Celebrating Success	SLE — We have a system for celebrating student success	Sta	46%	50%
	SLE — Student success is celebrated in this school	Stu	50%	55%
	SLE — This school celebrates student success	Par	49%	58%
Confronting Bias	FPD — We talk about race and bigotry as a staff	Sta		42%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Stu		66%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Par		64%
High Expectations	HSE — Our staff believes that all students can meet state standards	Sta	57%	100%
	HSE — My teacher(s) expect all students to succeed, no matter who they are	Stu	81%	84%
	HSE — Teachers have high expectations for student learning at this school	Par	63%	64%
Intervention for Struggling Students	MTL — Struggling students receive early intervention and remediation to acquire skills	Sta	71%	60%
	MTL — My teacher(s) find other ways for me to learn things I find difficult	Stu	55%	46%
	MTL — Struggling students receive early intervention and additional help at this school	Par	29%	48%
Safety	SLE — Students believe this school is a safe place	Sta	62%	73%
	SLE — I feel safe at this school	Stu	67%	76%
	SLE — My student feels safe at school	Par	79%	79%
Supported Learning	SLE — Students believe the adults in this school genuinely care about them	Sta	79%	82%
	SLE — In this school, there is at least one adult who knows and cares about me	Stu	74%	77%
	SLE — This school provides a caring/supportive environment for my student	Par	63%	72%

## Change in % Positive Responses

	Staff Survey	Student Survey	Parent Survey
Academic Equity			
Behavior Standards	-6.7%	16.5%	22.5%
Bullying	40.9%	2.9%	18.3%
Celebrating Success	3.8%	4.8%	9.4%
Confronting Bias			
High Expectations	42.9%	3.5%	0.5%
Intervention for Struggling Students	-11.4%	-8.5%	19.1%
Safety	11.2%	9.3%	0.0%
Supported Learning	3.2%	3.0%	9.6%

## What to look for...

Look not for the same increase, but rather movement in the same direction across all surveys.

When you see movement in the same direction, stagnation or incongruent movement, ask yourself why?

# Do staff and student respondents share common beliefs and perceptions for Social Supports?

## Social Supports – Ensuring psychological safety and a sense of belonging

Before expecting students to reach self-actualization, it is important to ensure that the lower levels of Maslow’s hierarchy have been met. In Social Supports, we explore not only from the staff perspective but include student voice to identify whether students feel they are functioning in an environment focused on their wellbeing and future success.

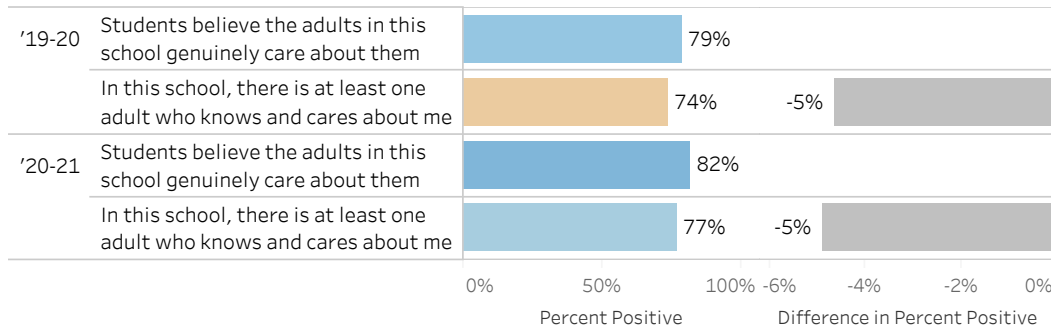
Having one adult that cares about you can make all the difference in the life of a child. Do students really feel staff care about them? Looking at this question from both viewpoints can validate whether staff are getting the desired results from their interactions with students and can open the door to conversations with students on why or why not they feel adults care about them.

**SOCIAL SUPPORTS**  
Salina, C, Girtz, S and Eppinga, J (2016) *Powerless to Powerful: Leadership for School Change*. Lanham, MD: Rowman & Littlefield

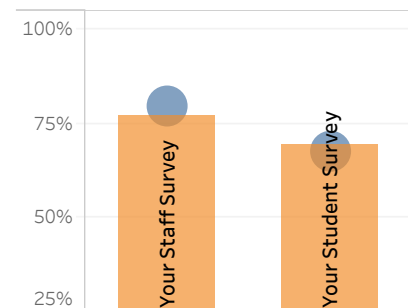
### South Whidbey Middle School | South Whidbey School District

			'19-20	'20-21
Staff Survey	CIA — I understand instructional strategies to support social emotional learning objectives	Sta	87%	82%
	CSF — Staff I work with take responsibility for ensuring each student learns in our school	Sta		92%
	FPD — I receive training on instruction to support social emotional learning	Sta	73%	82%
	MTL — I incorporate social emotional instruction into my daily instructional delivery	Sta	71%	80%
	SLE — Staff at this school value and respect all students	Sta	80%	92%
	SLE — Students believe the adults in this school genuinely care about them	Sta	79%	82%
	SLE — The development of students’ social emotional learning enhances the learning environment in ..	Sta	93%	100%
	SLE — This school has effective equity practices for all	Sta		67%
Student Survey	BELONG — I feel good about my cultural or ethnic background	Stu	73%	88%
	BELONG — There’s at least one adult in this school I can talk to if I have a problem	Stu	69%	66%
	CSF — My teacher(s) believe student learning is important	Stu	89%	95%
	EL — If I want to talk with my teacher(s), they are available to me	Stu	66%	80%
	IS — Adults in this school help me plan and set goals for my future	Stu	42%	32%
	IS — Students are involved in solving problems in this school	Stu	51%	60%
	SLE — I enjoy coming to this school	Stu	48%	48%
	SLE — I feel safe at this school	Stu	67%	76%
	SLE — In this school, there is at least one adult who knows and cares about me	Stu	74%	77%
	SLE — This school has effective equity practices for all	Stu		72%

How large is your “Staff vs Student” Gap for these questions?



How does your school’s Social Supports compare to other schools?



# Do staff and student respondents share common beliefs and perceptions for Academic Press?

South Whidbey Middle School | South Whidbey School District

## Academic Press – Self-Actualization through high standards and academic rigor

With staff working together and students feeling supported, the final foundational element is the presence of high expectations and rigor toward student work and learning. In Academic Press, we bring the staff and student perspectives together to ensure what is intended is actually being experienced relative to expectations, opportunity, relevance and outcomes.

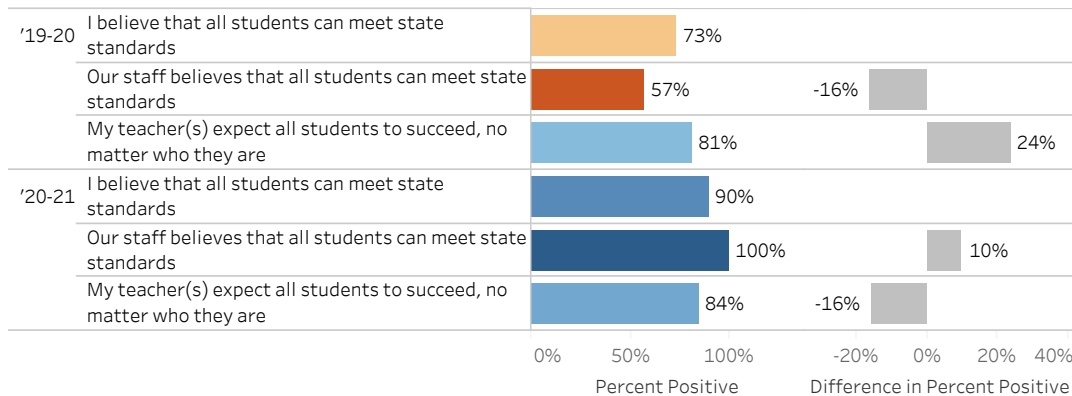
Do I believe all students can learn? Do my peers believe all students can learn? Do all students feel we believe in their ability to learn? These are key questions at the core of academic attainment for all and each of the three legs must be equally sturdy to hold the weight of high expectations and rigor.

### ACADEMIC PRESS

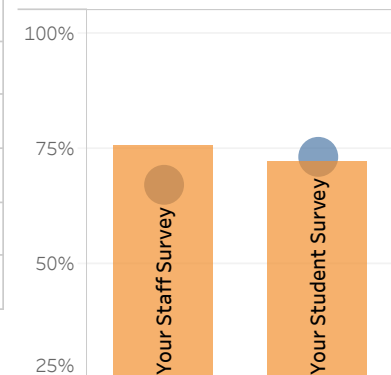
Salina, C, Girtz, S and Eppinga, J (2016) *Powerless to Powerful: Leadership for School Change*. Lanham, MD: Rowman & Littlefield

			'19-20	'20-21
Staff Survey	CIA — Instruction is personalized to meet the needs of each student	Sta	50%	55%
	CIA — Regular formative assessments are used to monitor student progress toward standards	Sta	86%	90%
	CIA — Students are provided tasks that require higher-level thinking skills	Sta	86%	82%
	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	Sta		100%
	HSE — I believe that all students can meet state standards	Sta	73%	90%
	HSE — In our school we expect all staff to perform responsibilities with a high level of excellence	Sta	80%	82%
	HSE — Our staff believes that all students can meet state standards	Sta	57%	100%
	MTL — Assessment data are used to identify student needs and appropriate instructional intervention	Sta	50%	73%
	MTL — I provide timely feedback to students about their learning	Sta	71%	91%
	MTL — Struggling students receive early intervention and remediation to acquire skills	Sta	71%	60%
Student Survey	CSF — This school is doing a good job of preparing me to succeed in my life	Stu	48%	51%
	FO — I have a plan for what I want to do after high school	Stu	66%	66%
	FO — I know I will graduate from high school	Stu	83%	84%
	HSE — All students have access to rigorous courses and supports	Stu		76%
	HSE — My teacher(s) expect all students to succeed, no matter who they are	Stu	81%	84%
	HSE — My teacher(s) expect me to do my best	Stu	94%	93%
	HSE — My teacher(s) provide lessons and activities that challenge me to learn	Stu	73%	73%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Stu		94%
	MTL — My teacher(s) help me learn by challenging me with interesting activities in class	Stu	55%	44%
	SE — What we do in school will help me succeed in life	Stu	61%	49%

How large is your "Staff vs Student" Gap for these questions?



How does your school's Academic Press compare to other schools?





# What is your current land of opportunity - Staff 2021 School Year?



The Center for Educational Effectiveness

These are the survey items from your current administration with the highest percentage of neutral responses (Sometimes True). These are the items where you have the greatest opportunity to influence your Staff and shift their perceptions from neutral to positive.

Are there common themes amongst the individual survey items? Do all of the items fall within a single Characteristic?

South Whidbey Middle School   South Whidbey School District	
MTL — Students are encouraged to self-reflect and track progress toward goals	55%
MTL — We monitor the effectiveness of instructional interventions	55%
CSF — Staff share a high sense of urgency around the need to improve	54%
C — There is a willingness to address conflict in this school	46%
CSF — Important decisions here are based on the goals of this school	46%

## Negative values are a good thing, indicating staff moved out of "Sometimes True" responses.

HSE — Students understand the expectations of this school	-44.2%
D — District leadership communicates effectively with my school	-40.9%
MTL — Assessment data are used to identify student needs and appropriate instructional intervention	-33.8%
SLE — Staff enforce the bullying/harassment policy of this school	-33.8%
D — District administrators demonstrate commitment to improved student learning	-33.3%
FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction	22.1%
RTB — My colleagues are willing to be held accountable for student learning	22.1%
RTB — My colleagues are willing to work at changing this school for the better	25.1%
CSF — This school has a data-driven improvement plan with measurable goals	27.5%
MTL — We monitor the effectiveness of instructional interventions	33.1%

## From our previous survey, how did our responses shift from the neutral or "Sometimes True" responses?

To the left are the survey items with the largest decrease and increase in neutral responses from the previous survey administration. The percent of staff who moved from neutral to positive are **blue**, and the percent who moved from neutral to negative are **orange**.

What influences these changes in perceptions? What can we do to shift more staff to "Almost Always True" and "Often True" responses?

# What Staff survey items from your 2021 School Year have 33% or more Neutral responses?

This chart identifies the questions where 1 in 3 or at least 33% of the responses were neutral (Sometimes True).

Everyone has a belief or an opinion, but some have a hard time committing one way or another. Perhaps they are not sure how they feel (need more information) or they are afraid to express their opinion on certain survey items (lack of trust or fear of repercussions).

It is much easier to learn about the strengths and needs of staff when they have and share definite opinions. This significant percentage of staff represents an identifiable opportunity to focus efforts and resources toward the specific areas where staff require more information, help or clarity.

Whatever the reason, having conversations, sharing information, evaluating decision-making and making changes must continue.

If no data displays, all items have less than 33% neutral responses.

## Sometimes True South Whidbey Middle School | South Whidbey School District

MTL — Students are encouraged to self-reflect and track progress toward goals	55%
MTL — We monitor the effectiveness of instructional interventions	55%
CSF — Staff share a high sense of urgency around the need to improve	54%
C — There is a willingness to address conflict in this school	46%
CSF — Important decisions here are based on the goals of this school	46%
CSF — This school has a data-driven improvement plan with measurable goals	43%
D — This district facilitates the alignment of curriculum across grades and schools	40%
EL — Our school community engages in difficult conversations about race, gender, oppression and discrimination	40%
FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	40%
SLE — We celebrate progress toward improvement plan goals	40%
RTB — My colleagues are willing to work at changing this school for the better	38%
CIA — Instruction is personalized to meet the needs of each student	36%
EL — Staff are held accountable for the new behaviors and practices needed to achieve our school improvement plan goals	36%
FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving inst..	36%
FPD — Our teachers engage in professional development activities to learn and apply new skills and strategies	36%
FPD — We are provided training to meet the needs of a diverse student population in our school	36%
RTB — My colleagues are willing to be held accountable for student learning	36%
D — District administrators communicate a clear vision of good instruction and essential curriculum	33%
EL — Staff at all levels are treated fairly here	33%
FPD — We talk about race and bigotry as a staff	33%
PCI — This school encourages parent involvement in their child's learning	33%
SLE — We have a system for celebrating student success	33%

# What is your current land of opportunity - Student 2021 School Year?

## South Whidbey Middle School | South Whidbey School District

These are the survey items from your current administration with the highest percentage of neutral responses (Sometimes True). These are the items where you have the greatest opportunity to influence your Students and shift their perceptions from neutral to positive.

Are there common themes amongst the individual survey items? Do all of the items fall within a single Characteristic?

MTL — My teacher(s) help me learn by challenging me with interesting activities in class	41%
EL — In class we often work with other students to solve a problem/do a task	39%
BELONG — I feel proud of my school	37%
SLE — Most students are respectful of others at this school	35%
CT — I solve problems by first breaking them into smaller steps	35%

### Negative values are a good thing, indicating students moved out of "Sometimes True" responses.

CSF — In my classes, students are busy doing schoolwork	-17.4%
EL — The principal of this school believes student learning is the #1 priority	-10.8%
EL — If I want to talk with my teacher(s), they are available to me	-9.2%
BELONG — I feel good about my cultural or ethnic background	-9.0%
PCI — My parents/family feel welcome to visit this school	-7.4%
SM — I pay attention to how I feel	12.8%
MTL — My teacher(s) help me learn by challenging me with interesting activities in class	13.1%
SM — I concentrate on my schoolwork	14.9%
GRIT — I am a hard worker	15.9%
GRIT — I finish whatever I begin	16.2%

### From our previous survey, how did our responses shift from the neutral or "Sometimes True" responses?

To the left are the survey items with the largest decrease and increase in neutral responses from the previous survey administration. The percent of students who moved from neutral to positive are **blue**, and the percent who moved from neutral to negative are **orange**.

What influences these changes in perceptions? What can we do to shift more students to "Almost Always True" and "Often True" responses?

# What Student survey items from your 2021 School Year have 33% or more Neutral responses?

## What does it mean when we see survey items with a high percentage of neutral responses?

This chart identifies the questions where 1 in 3 or at least 33% of the responses were neutral (Sometimes True).

Everyone has a belief or an opinion, but some have a hard time committing one way or another. Perhaps they are not sure how they feel (need more information) or they are afraid to express their opinion on certain survey items (lack of trust or fear of repercussions).

It is much easier to learn about the strengths and needs of students when they have and share definite opinions. This significant percentage of students represents an identifiable opportunity to focus efforts and resources toward the specific areas where students require more information, help or clarity.

Whatever the reason, having conversations, sharing information, evaluating decision-making and making changes must continue.

If no data displays, all items have less than 33% neutral responses.

### Sometimes True South Whidbey Middle School | South Whidbey School District

MTL — My teacher(s) help me learn by challenging me with interesting activities in class	41%
EL — In class we often work with other students to solve a problem/do a task	39%
BELONG — I feel proud of my school	37%
SLE — Most students are respectful of others at this school	35%
CT — I solve problems by first breaking them into smaller steps	35%
GRIT — I finish whatever I begin	34%
CT — I am good at figuring out the best solution to problems I'm facing	33%

# What is your current land of opportunity - Parent 2021 School Year?

## South Whidbey Middle School | South Whidbey School District

These are the survey items from your current administration with the highest percentage of neutral responses (Sometimes True). These are the items where you have the greatest opportunity to influence your Parents and shift their perceptions from neutral to positive.

Are there common themes amongst the individual survey items? Do all of the items fall within a single Characteristic?

SLE — My student learns about the cultures of our community at their school	41%
PCI — Parents/families have input into plans for improving this school	40%
SLE — This district places emphasis on social emotional learning in addition to core academic learning	39%
HSE — My student is challenged with a rigorous course of study at this school	36%
MTL — Struggling students receive early intervention and additional help at this school	35%

### Negative values are a good thing, indicating students moved out of "Sometimes True" responses.

MTL — Additional help is available to my student if they need it	-22.8%
C — This school communicates effectively with my family	-19.1%
MTL — Struggling students receive early intervention and additional help at this school	-15.7%
MTL — My student is encouraged to track progress toward their goals	-13.5%
CSF — This school has equitable behavior rules for all students	-13.4%
HSE — Teachers in this school are dedicated to helping all students succeed	5.5%
HSE — Teachers have high expectations for student learning at this school	5.5%
PCI — Parents/families have input into plans for improving this school	6.7%
SLE — This district places emphasis on social emotional learning in addition to core academic learning	9.4%
SLE — My student learns about the cultures of our community at their school	11.8%

### From our previous survey, how did our responses shift from the neutral or "Sometimes True" responses?

To the left are the survey items with the largest decrease and increase in neutral responses from the previous survey administration. The percent of parents who moved from neutral to positive are **blue**, and the percent who moved from neutral to negative are **orange**.

What influences these changes in perceptions? What can we do to shift more parents to "Almost Always True" and "Often True" responses?

# What Parent survey items from your 2021 School Year have 33% or more Neutral responses?

## What does it mean when we see survey items with a high percentage of neutral responses?

This chart identifies the questions where 1 in 3 or at least 33% of the responses were neutral (Sometimes True).

Everyone has a belief or an opinion, but some have a hard time committing one way or another. Perhaps they are not sure how they feel (need more information) or they are afraid to express their opinion on certain survey items (lack of trust or fear of repercussions).

It is much easier to learn about the strengths and needs of parents when they have and share definite opinions. This significant percentage of parents represents an identifiable opportunity to focus efforts and resources toward the specific areas where parents require more information, help or clarity.

Whatever the reason, having conversations, sharing information, evaluating decision-making and making changes must continue.

If no data displays, all items have less than 33% neutral responses.

### Sometimes True South Whidbey Middle School | South Whidbey School District

SLE — My student learns about the cultures of our community at their school	41%
PCI — Parents/families have input into plans for improving this school	40%
SLE — This district places emphasis on social emotional learning in addition to core academic learning	39%
HSE — My student is challenged with a rigorous course of study at this school	36%
MTL — Struggling students receive early intervention and additional help at this school	35%
CSF — My student understands the purpose of each lesson	35%
PCI — Parents/families participate in important decisions about their student's education	35%
PCI — This school tells me how I can help my student with homework	34%
HSE — I understand the expectations of this school	34%
CSF — I am informed about progress toward the improvement goals of this school	33%
HSE — Teachers in this school are dedicated to helping all students succeed	33%
MTL — Teachers accommodate my student's individual needs by adjusting instruction	33%
SLE — In this school, time is spent doing work that students find useful and interesting	33%